DOCUMENT RESUME

ED 079 341 TM 002 940

AUTHOR Pedrini, D. T.; Gregory, Lura N.
TITLE Wechsler Scales Complementary Sheet.
NOTE 6p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Data Sheets; *Intelligence Tests; *Rating Scales; *Response Style (Tests); *Test Wiseness
IDENTIFIERS *Wechsler Scales Complementary Sheet

ABSTRACT

The "Complementary Sheet" is applicable to Wechsler Scales: WBI, WBII, WISC, and WAIS. It consists of two sides of one sheet and has space for data collection of Picture Arrangement, Block Design, Object Assembly, and Digit Symbol or Coding. It lends itself well to an analysis of the means, not just the end result, of an examinee's actions. Recording sequences are explained. (Author)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 079341

TM 002 940

WECHSLER SCALES COMPLEMENTARY SHEET

D. T. Pedrini and Lura N. Gregory

University of Nebraska at Omaha, Omaha, Nebraska 68101

Abstract

The "Complementary Sheet" is applicable to Wechsler Scales: WBI, WBII, WISC, and WAIS. It consists of two sides of one sheet and has space for data collection of Picture Arrangement, Block Design, Object Assembly, and Digit Symbol or Coding. It lends itself well to an analysis of the means, not just the end result, of an examinee's actions. Recording sequences are explained.

FILMED FROM BEST AVAILABLE COPY

The "Complementary Sheet" (Tables 1 and 2) can be used for any Wechsler Scale, which includes Picture Arrangement (P. A.), Block Design (B.D.), Object Assembly (O.A.), and Digit Symbol or Coding (Cod.). The "Wechsler Scales Complementary Sheet" lends itself well to an analysis of the means (or process) not just the end result, of an examinee's actions. This kind of qualitative analysis can be as important as the quantitative. This kind of qualitative analysis is no substitute but an adjunct-technique of potential value. Eventually this qualitative analysis may become quantitative or at least quantified. The excellence of a meticulously administered intelligence test is that variables or factors such as rapport, interest, motivation, the ability to read, the ability to follow directions, and the ability to take a test can be estimated or appraised.

Specifically, how can the examiner use the "Wechsler Scales Complementary Sheet"? In the first section, P.A. (see Table 1), the manipulation of the cards by the examinee can be recorded. This is a difficult procedure and only an experienced examiner can relate the upside-down card to the letter on the back. The correctness or incorrectness and the changes in placement should be recorded. The response time required for the completion of the act, any verbalization by either the examiner or examinee, etc., may be recorded on the sheet. Upon completion of the arrangement, the examiner may ask for a story, e.g., "Now tell me a story about the pictures." And finally he may ask, "Give me a title for your story," All this usually can be recorded on the sheet.

The second section includes B.D. (see Table 1) and allows for the recording of the examinee's trial and error or insight performance. Whether he uses two hands or one, rejects blocks, makes errors, corrects errors, uses colors or forms unusually, etc., can all be listed. Typically, it seems best to copy the sequence of placement as if one were the examinee, in other words, as if one were in the examinee's chair. This is a difficult task and it should give the examiner a better grasp of spatial relations. Who knows? It may also give the examiner a few extra IQ points. Because blank spaces are not filled with squares or diamond patterns, an examiner must truly learn to abstract. This allows the use of one section for the recording of any Wechsler B.D. pattern.

The third section (see Table 2) lists square or rectangular representations of Wechsler O.A. subtests. The representations are different enough from the actual objects so that one does not have to hide them. The recording sequence here focuses upon the piece, though here also the top to the examiner is the bottom to the examinee, and the right to the examiner is the bottom to the examinee, and the right to the examiner is the left to the examinee. Focusing upon the piece means that the recording sequence begins with the first piece chosen as number 1, the second piece as number 2 (with a notation as to correct or incorrect placement), etc. The forms on the "Wechsler Scales Complementary Sheet" are those included in Wechsler's Scale. The figure in the upper lefthand corner represents the WAIS, W-B, or WISC manikins. The head of the WISC manikin is split and is part of each arm section and therefore the represented head can be crossed out or ignored. The rest of the representatives have a one-to-one relationship with the objects.

The fourth and final section (see Table 2) includes Digit Symbol or Coding (Cod.). The representation is not adequate for the Form A, WISC Coding but is adequate for all the others. Differentiating between clerical speed and learning, between visual-motor coordination and memory, between attention and concentration, etc., can be helpful. Use of the "Complementary Sheet," folded in half (so as to avoid distractions) and presented immediately after the Digit Symbol or Coding task is removed, may help in the appraisal. The examinee is asked to "Fill in as many as you can remember. You may guess." The Coding duplication should appoximate the size and form of the Wechsler Scales.

Table 1. Wechsler Scales Complementary Sheet

P.A.

1.

2.

3.

4.

5.

6.

7.

8.

B.D.

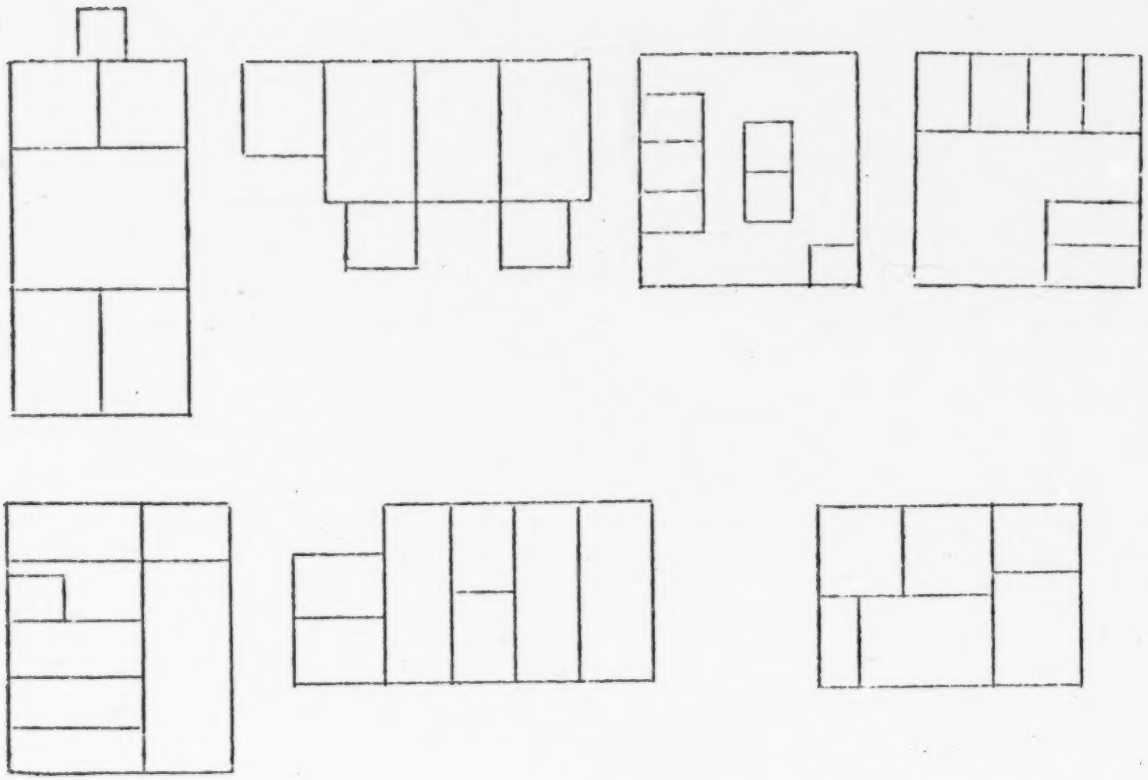
1. 2. 3. 4.

5. 6. 7.

8. 9. 10.

Table 2. Wechsler Scales Complementary Sheet

O.A.



Cod.